



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
SOCIAL STUDIES

GEOGRAPHY &
HISTORY OF THE
WORLD



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Geography and History of the World are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the course are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each course, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

Content-Specific Considerations

The Indiana Academic Standards for Geography and History of the World indicate what students should know and be able to do by the end of the course. Examples, when provided

within the context of a standard, are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Geography and History of the World

Standards identified as essential for mastery by the end of the course are indicated with gray shading and an “E.” The learning outcome statement for the course precedes the standards.

| Learning Outcome: Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, make predictions, and create solutions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century. | |
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| Cultural Hearths | |
| GHW.1.1 | <p>Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.</p> <ul style="list-style-type: none"> Examples: irrigation-based civilizations; rainforest; land-based civilization, pastoral societies. |
| GHW.1.2 | Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of cultural hearths in various regions of the world. (E) |
| GHW.1.3 | Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. (E) |
| World Religions | |
| GHW.2.1 | <p>Map the development over time of world religions from their points of origin, and identify those that exhibit a high degree of local and/or international concentration.</p> <ul style="list-style-type: none"> Examples: Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina), and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism (Qufu), Taoism (Yellow River), Shintoism (Japan), Sikhism (South Asia). |
| GHW.2.2 | <p>Analyze and assess the rise of fundamentalist movements in the world’s major religions during contemporary times (1980–present), and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. (E)</p> <ul style="list-style-type: none"> Examples: Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present); ISIS; U.S. Christianity (1970s to present); Myanmar/Burma (Buddhism). |
| Population Characteristics, Distribution, and Migration | |
| GHW.3.1 | <p>Map and analyze the distribution of the world’s human population for different time periods, noting the population characteristics and population density for specific regions.</p> <ul style="list-style-type: none"> Examples: population pyramids, CIA World Factbook, U.S. Census Bureau. |

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| GHW.3.2 | Identify and describe the push-pull factors that resulted in the migration of human population over time, and detect changes in these factors. (E) |
| GHW.3.3 | Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions. |
| GHW.3.4 | Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline. (E) |
| GHW.3.5 | Analyze population trends in the local community, and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation. (E) |
| Exploration, Conquest, Imperialism, and Post Colonialism | |
| GHW.4.1 | <p>Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (E)</p> <ul style="list-style-type: none"> Examples: modern economic imperialism, including U.S./United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China. |
| Urban Growth | |
| GHW.5.1 | Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods. |
| GHW.5.2 | <p>Describe, using a variety of texts (writing, maps, timelines, and/or other graphic representations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. (E)</p> <ul style="list-style-type: none"> Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil, and Peru (1800–present); New Orleans: growth as gateway to the heartland of the U.S. (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present). |
| Innovation and Revolutions | |
| GHW.6.1 | Distinguish between violent and non-violent revolution(s). Use a variety of text (writing, maps, timelines and/or other graphic representations) to document the spread of political ideas that resulted from those revolutions to other regions of the world. (E) |
| GHW.6.2 | <p>Use a variety of texts (writing, maps, timelines, and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p> <ul style="list-style-type: none"> Examples: explosives, paper, printing press, steam engine, pasteurization, electricity, immunization, atomic energy; computer and digital technology. |
| GHW.6.3 | <p>Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p> <ul style="list-style-type: none"> Examples: Italian Renaissance and the growth of egg tempera paintings and |

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| | frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African, and Latin American art forms (1900s–present); development of twentieth century music (e.g., jazz) in North America (1900s–present); east Asian anime and video gaming competitions. |
| GHW.6.4 | Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed and developing countries in the contemporary world. (E) |
| Conflict and Cooperation | |
| GHW.7.1 | <p>Recognize that conflict and cooperation among groups of people occur for a variety of reasons, including nationalist, racial, ethnic, religious, political, economic, and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.</p> <ul style="list-style-type: none"> Examples: Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea (1900– present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present). |
| GHW.7.2 | <p>Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. (E)</p> <ul style="list-style-type: none"> Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria, and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945). |
| GHW.7.3 | <p>Prepare a variety of texts (writing, maps, timelines, and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations during different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. (E)</p> <ul style="list-style-type: none"> Examples: League of Nations, North Atlantic Treaty Organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance, Free Trade Area of the Americas (FTAA). |
| Trade and Commerce | |
| GHW.8.1 | Use maps to show the location and distribution of Earth's resources, and analyze how this distribution affects trade between and among countries and regions. |
| GHW.8.2 | Prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or |

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| | <p>lack of interdependence. (E)</p> <ul style="list-style-type: none"> Examples: U.S.: relate resources to the interstate highway system (present), Russia: discuss the importance of the Baikal-Amur Mainline Railway (BAM) project and the Trans-Siberian Railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present). |
| GHW.8.3 | Analyze the impact of changing global patterns of trade and commerce on the state and local community, and predict the impact of these patterns in the future. |
| Human and Environmental Interactions: Resources, Hazards, and Health | |
| GHW.9.1 | Use maps to identify regions in the world where particular natural disasters occur frequently, and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters. |
| GHW.9.2 | <p>Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions, and evaluate the impact of these technologies on the physical and human environments affected. (E)</p> <ul style="list-style-type: none"> Examples: Netherlands: use of dams and dikes; U.S. (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and electricity projects (Sudan and Ethiopia). |
| GHW.9.3 | Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time, and propose strategies for limiting the spread of diseases. (E) |
| States, Nations, and Nation-States | |
| GHW.10.1 | <p>Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs, and analyze the relationship between nations and the states in which they lie. (E)</p> <ul style="list-style-type: none"> Examples: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque region (1492–present), Armenians and Turkey (1900 to present), Australia and Aborigines. |
| GHW.10.2 | <p>Use a variety of data, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states, and draw conclusions about why certain regions of the world contain more nation-states than others.</p> <ul style="list-style-type: none"> Examples: development of France (500–1850); comparison between Europe and Africa (1700–1990); emergence of the federal state of Australia (1775–1925); the increase of homogeneity in Japan (1945–present). |
| GHW.10.3 | <p>Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries, and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces. (E)</p> <ul style="list-style-type: none"> Examples: Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian subcontinent (1775–1985); the road to federalism in Nigeria |

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| | (1925–present); and the evolution of countries of contemporary Europe, such as Great Britain, France, Spain and Italy. |
| Sports, Recreation, and Tourism | |
| GHW.11.1 | <p>Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. (E)</p> <ul style="list-style-type: none"> • Examples: ecotourism (Costa Rica); tourism sustainability (Venice, Italy). |
| Global Change | |
| GHW.12.1 | Analyze global climate change forecasts for different parts of Earth and the implications of these changes for humans. |
| GHW.12.2 | <p>Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.</p> <ul style="list-style-type: none"> • Examples: The “doubling time” for the global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries, the implications for resource use and environmental pollution (present). |
| GHW.12.3 | <p>Evaluate the emerging trends toward reducing environmental footprints.</p> <ul style="list-style-type: none"> • Examples: renewable energy, carbon neutrality, pollution, plastics reduction, fresh accessible water. |